



ONTARIO
DEPARTMENT
OF
EDUCATION

ON 472
373.14
059 DE/G G

INTERMEDIATE DIVISION

GUIDANCE

SENIOR DIVISION

Curriculum
I:3 and S:5

1961

Curriculum 1:3 and S:5

30M.—63-1297



ONTARIO
DEPARTMENT
OF
EDUCATION

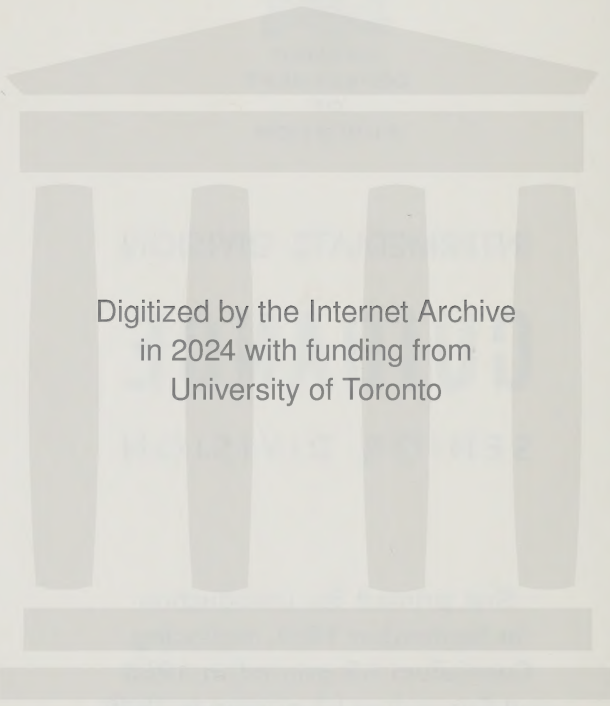
INTERMEDIATE DIVISION

GUIDANCE

SENIOR DIVISION

First printed for introduction
in September 1961, replacing
Curriculum 1:3 printed in 1953
and Curriculum 1:5 printed in 1958

ISSUED BY AUTHORITY OF
THE MINISTER OF EDUCATION



Digitized by the Internet Archive
in 2024 with funding from
University of Toronto

INTERMEDIATE AND SENIOR DIVISIONS

GUIDANCE

CURRICULUM I:3 AND S:5

1961

TABLE OF CONTENTS

PART I

Philosophy and Principles

	<i>Page</i>
A. Introduction	6
B. Some Principles of Guidance	6
C. Basic Guidance Services	6
1. Orientation and Adjustment	6
2. Study of the Individual Child	7
(a) Records	7
(b) Tests	8
(c) Teacher Observations	10
(d) Case Studies	11
3. Educational and Occupational Information	11
(a) Files	11
(b) Books	12
(c) Audio-Visual Aids	12
(d) Talks by Outside Speakers	12
Vocational Counsellors	12
Career Conferences	12
(e) Plant Visits	12
(f) Vocational Experiences	13
4. Counselling	13
5. Community Resources in the Guidance Programme	16
6. Placement	16
7. Follow-up and Research	16
8. Group Work Related to Guidance	17

PART II

Organization

A. Introduction	19
B. Personnel	19
1. The Principal	19

TABLE OF CONTENTS—(Continued)

	<i>Page</i>
2. Head of Guidance	19
3. Director or Co-ordinator of Guidance Services	21
4. Teacher-Counsellors	22
5. Subject Teachers	23
C. Physical Accommodation and Equipment	23
1. The Classroom	23
2. The Counselling Unit	24
3. Plan for Guidance Quarters	25

PART III

Group Work in Guidance

A. Group Work in Guidance—Grades 7 and 8	26
Course of Study—Grade 7	26
Course of Study—Grade 8	33
References—Grades 7 and 8	38
B. Group Work in Guidance—Grade 9	40
Course of Study	
Educational Guidance	40
Vocational Guidance	43
Personal Guidance	51
References—Grade 9 Group Work	57
C. Group Work in Guidance—Grade 10	58
Course of Study—Special Students—Grade 10	60
Course of Study—General and Vocational Students	
—Grade 10	64
References—Grade 10 Group Work	66
D. Group Work in Guidance—Grade 12	68
Course of Study—Grade 12	70
Future Plans for Grade 12	77
Personal Profile Form	78
References—Grade 12 Group Work	79

PART I

PHILOSOPHY AND PRINCIPLES

A. INTRODUCTION

Guidance in the schools is a service that helps each student to learn about himself, about educational opportunities, and about occupations, and then enables him to put to effective use the information gained. Guidance, as an integral part of the school's programme, uses to best advantage the talents of all staff members to achieve its purposes.

Basic to all guidance services is the study of the individual child. All other activities are related to this. They include the orientation and adjustment of the child to school, the provision of educational and occupational information, individual counselling, group work related to guidance, placement and follow-up.

B. SOME PRINCIPLES OF GUIDANCE

1. Each person has intrinsic worth.
2. People differ, a fact which makes possible a unique contribution according to one's unique abilities.
3. Students need help in developing the ability to make wise decisions.
4. Intelligent plans for the future may be made when a person understands and accepts himself and is given accurate information about educational and vocational opportunities.
5. A knowledge of the pupil's development as he progresses through school is necessary if guidance is to be effective.
6. The matching of the curriculum to the ability of the child, the establishment of a goal, the development of self-esteem and a sense of responsibility, all provide inspiration for learning.

C. BASIC GUIDANCE SERVICES

1. Orientation and Adjustment

Students transferring from one school to another will face new teachers, new methods, new subjects and new responsi-

bilities. They need assistance so that the period of transition may be shortened.

Various activities can aid the process of orientation. Some of these are:

- (a) interchange of visits by teachers between secondary and elementary schools in order to obtain accurate information about the schools and to co-ordinate the services to students;
- (b) visits to elementary schools by representatives of secondary schools to meet and talk with students who are transferring to the new school;
- (c) visits to the new school by students and parents prior to transfer;
- (d) systematic transfer of student records;
- (e) use of school handbooks and other information about the new school;
- (f) contacts between teachers and parents during group activities such as Home and School Associations and parents' nights, or in private interviews by appointment;
- (g) group work in the classroom;
- (h) individual counselling of new students.

2. Study of the Individual Child

Understanding the child requires more than personal concern and interest. It involves studying the child, using knowledge gained through modern guidance practices.

(a) *Records*

We need to understand each student as an individual, developing person. A system for keeping a cumulative record of the child's educational growth during his school years is essential. The Ontario School Record System, required to be used in elementary and secondary schools of Ontario, provides a means whereby this may be accomplished.

Information in school records should be factual and positive in character. Recorded information should include facts concerning background, behaviour, test scores, school marks, activities and other objective data about the child—data which, when properly related and interpreted, will provide a means to a better understanding of his needs. Because personal

opinions may be erroneous or open to misinterpretation, they should be avoided.

Care should be taken not to seek information of a confidential or personal nature which either the child or his parent might not wish to reveal. Only in circumstances where evidence indicates that special knowledge would be useful in improving a situation should such personal data be sought, and then only when parents and student understand the reason for the request and are willing to provide the information.

Care must also be taken not to become prejudiced against a student as a result of studying the record. The good counsellor is more interested in developing potential than in the mere acceptance of data.

All persons responsible for the maintenance of the school record should possess the manual which describes the purpose and function of the O.S.R. system. Because of the confidential nature of the contents, records should be kept in locked cases when not in use. Each time a student transfers to another school within Ontario, his O.S.R. folder should be forwarded to the new school as soon as a request for it is received.

(b) *Tests*

Scientifically devised tests, when used in conjunction with all other means of observation, make their contribution to an understanding of the student. In the elementary school, standardized achievement tests are used chiefly by the teacher to help him understand the child and his needs, and to improve classroom instruction; in the secondary school the tests function, in addition, as an aid to the student's understanding of himself.

The following general principles should be kept in mind by all those using tests:

- (i) Test papers should be kept under lock. After a test has been administered, care must be taken to collect every test paper that has been given out.
- (ii) The actual content of tests should never be discussed with pupils or parents because familiarity with the general content of tests may destroy the value of future testing programmes. Under no circumstances should tests of learning ability be marked by students or the answers to questions be given or discussed.

- (iii) The results of tests of learning ability should be expressed in a form which teachers can understand and use to advantage in their classwork. The letter-grade classification has been used in many schools with very satisfactory results and this plan is recommended. This classification, as found in the O.S.R. manual, has several advantages. It uses a system with which teachers are already familiar; it expresses the test result within a broad band; it does not label the pupil with a number which would be in fact an estimate only. Human traits cannot be measured to the degree of exactness which a single number suggests.
- (iv) The results of learning-ability tests may be interpreted to students and parents in relation to speed of learning or to progress in academic subjects. Such discussions should in most circumstances emphasize strengths rather than weaknesses. It is important that students be encouraged to match learning ability with academic achievement.

The student of superior learning ability should be told that a high level of school achievement is possible and is expected of him. The educational opportunities open to persons of his ability should be described and every possible encouragement given to prepare him for the kind of work in which he may best use his academic skills.

When a student of average ability seems to be working to capacity, although not able to reach the level of achievement of the superior student, he should be commended for qualities such as diligence, co-operation, and courtesy. Plans for school and work should include consideration of these assets but they should also take into account any handicaps which might limit the student in certain academic pursuits.

A student of below average ability will need special diagnosis so that his talents, social, manual, artistic or of any other kind, may be discovered, nurtured, and brought into relation with his interests and with the opportunities offered by school and work.

When tests of learning ability or scholastic aptitude indicate that a student is working well below the level of achievement that might be expected of him, an

attempt should be made to discover the reason for this. Sometimes the self-assurance gained from the knowledge that he has ability will serve as an incentive for improvement. Frequently, the lack of success in school work can be traced to an emotional disturbance caused by environmental factors. Faulty methods of learning may also need correction. Helping the student with difficulties of this kind requires skill and perseverance.

The use of standardized tests of achievement has been increasing during the last decade. Achievement tests should be carefully selected for validity and reliability in respect to the Ontario curriculum. They should be correctly administered, scored, and interpreted by persons who know how to do this. So treated, tests provide a means for surveying the achievement of students in one school and comparing them with those of other students in the province; they permit the diagnosis of individual student needs; they may also provide a supplement to examination marks and a confirmation of the teacher's opinion of the student's work.

Tests are valuable instruments in the hands of teachers skilled in their use but potentially dangerous tools when used by the untrained. The standard procedures for testing should be followed closely lest the effectiveness of the whole guidance programme be destroyed through the misuse of one of its techniques.

Standardized tests should be administered by teachers only after consultation with the Principal, the Inspector or any other person who has the responsibility for planning the testing programme in a school or school area.

(c) *Teacher Observations*

The class teacher is in a unique position to observe and know students. Teachers' comments, when objective and unprejudiced, are a valuable source of pertinent information. Observations made by teachers may reveal a pattern of behaviour which, when accurately interpreted and dealt with, can prevent serious consequences later.

(d) *Case Studies*

When a child has a problem, the solution for which is not immediately evident, a case study may prove helpful. In such a situation the principal, teacher or teachers, guidance counsellor, school psychologist, nurse, attendance counsellor or some other person may have information to offer regarding the child. Those who can contribute should meet to pool their information and resources in the hope of obtaining a better understanding of the child and of being able to plan help for him.

3. Educational and Occupational Information

The following are some common methods of making this type of information available to students.

(a) *Files*

Files of educational and occupational information should contain a variety of material.

- (i) Information about courses of study provided at the student's present school and elsewhere. This information should include the admission requirements of teachers' colleges, universities, provincial institutes of technology, trade schools, schools of nursing and the like.
- (ii) Information about occupations, particularly those available in Canada.
- (iii) Information about the value and importance of each subject on the curriculum.
- (iv) Suggestions for effective methods of study.

The *Guidance Centre Mailing Service*, available free to all the secondary schools of Ontario, provides a basic and continuing source of material for guidance files. Other information such as calendars of various educational institutions are issued free when requested. Information of this nature should be filed in an orderly fashion and in such a manner that it is readily accessible to pupils, counsellors and teachers. Files may be located in the guidance office, the school library, and in classrooms of schools having a special room for group work in guidance. Where more than one room must be used for group work, a mobile file for guidance materials could be constructed.

(b) *Books*

The guidance quarters as well as the school library should contain guidance books for pupil and counsellor reference.

On request, the Guidance Services Branch, Department of Education, 559 Jarvis Street, Toronto 5, will send to teachers a copy of a list of books covering all phases of guidance work.

(c) *Audio-Visual Aids*

Films, film strips, and tape recordings on such topics as vocations, study habits, educational institutions, and personal development may be used to advantage to illustrate a topic and to vary teaching methods.

From time to time, the Department of Education presents a series of broadcasts on guidance which provides another stimulus to classroom discussion.

(d) *Talks by Outside Speakers*

Students who have indicated a preference for a particular occupation may be helped by meeting with a person engaged in that kind of work. By enlisting the co-operation of leaders of the various occupations in the community, the school can provide a service to students which the teacher-counsellor may not always be able to furnish.

(i) *Vocational Counsellors*

People who are recognized as being successful in a particular field of endeavour and who can be counted upon to combine accurate information with good judgment and enthusiasm, may prove helpful as counsellors to whom individual students may be referred.

(ii) *Career Conferences*

Career Conferences have become an annual event in many secondary schools. Usually each student may hear speakers on two occupations of his choice. A Career Conference will provide valuable help to senior students and in addition may serve to foster good public relations with the school. Variations of this idea may be used successfully. The Guidance Services Branch will supply details for organizing a Career Conference upon request.

(e) *Plant Visits*

Excursions to factories, offices, and places of business where

the worker may be observed on the job can sharpen the picture which the student has of the world of work. Such events are most successful when planned for small groups of interested students after consultation with plant officials, so that emphasis is placed upon the worker rather than upon the process and the product. Visits to educational institutions may also be arranged. Visits to universities, technological institutes, hospitals, and the like give students the opportunity to have a first-hand look at schools which they may wish to attend and to discuss details of courses with officials in charge.

(f) *Vocational Experience*

Part-time and summer employment can add to the student's knowledge of the working world. Try-out experiences organized by school and industry serve a similar purpose. Such experience can develop good attitudes toward work and the worker which may be reflected in an improvement in scholastic effort.

4. Counselling

Students have always needed help in reaching decisions, and good teachers have always given valuable advice. Greater numbers and diverse types of students and courses call for organized services and special techniques to supplement informal counselling by teachers. With the provision of time, counselling quarters, and suitable, trained persons, it is possible to provide the specialized kind of help that seeks to analyse problems of students and to meet their needs.

Counselling techniques are based on belief in the worth of the individual and in his ability to learn to solve his own problems. In the interview, factual information from all sources, personal, vocational and educational, is brought together in a meaningful and co-ordinated pattern so that the student may be aided in making decisions and plans. It is desirable for counsellors to involve parents in certain student interviews where educational and vocational decisions are being considered.

Counselling should serve to meet the needs of all students; it is not a remedial device for "problem cases" alone. The ultimate aim of counselling is to help each pupil to assess his own abilities and weaknesses, to learn to deal wisely and in-

dependently with special situations as they arise, and to make intelligent choices of action.

There are many occasions for counselling and many students in special need of it.

- (a) Orientation to a new school for the beginning or transferred student.
- (b) Once during the year in all grades to discuss general progress and plans. In the elementary school this should be done by the classroom teacher.
- (c) Following the administration of standardized tests, especially those of a diagnostic nature requiring interpretation.
- (d) For potential drop-outs,—e.g., fifteen-year-old pupils who may withdraw without notice, regarding vocational plans.
- (e) For every student at those points in his educational career where choice or change of option or course must be made,—e.g., at Grade 8 regarding educational plans for secondary school; at secondary school regarding course specialization, or where change of course or option is indicated.
- (f) For potential problem cases referred by principal, teacher or parent.
- (g) For serious problem cases which may require referral to other professional persons or agencies.
- (h) For students who are repeating a year.
- (i) The post-examination interview for students whose marks indicate the need for special attention.
- (j) Placement interviews for those terminating their formal education or requiring part-time employment.
- (k) Interviews requested by students.
- (l) For exceptional children such as the physically handicapped, mentally gifted, or slow learning, where special problems call for special academic arrangements or referral.

The Interview Report

The interview report should provide an accurate record for future use in assisting the student. Above all, it should present a clear account of the conclusions reached and any suggested plan of action. Comments of a subjective nature should be used sparingly. While its completion as soon as possible fol-

lowing the conference is important, still more important is the information that it contains and the use made of it.

Occasionally during the interview significant information of a highly confidential nature is volunteered. Instead of filing a report of this in the student's folder, the initials of the counsellor in the designated place on the form should serve to indicate that further detail is available on request from the counsellor with the approval of the student. The principal and other teachers should also use this means of indicating confidential information. The use made of the data contained in the interview report calls for good judgment on the part of the counsellor, who must always maintain respect for that confidence which the student has placed in him.

Basic Texts for Counsellors

De Haan, Robert and Kough, Jack, *Identifying Children Who Need Help, Volume I—Elementary Edition*, Chicago, Science Research Associates, (Toronto, Thomas Nelson and Sons (Canada) Ltd.), 1955.

De Haan, Robert and Kough, Jack, *Helping Students With Special Needs, Volume II—Secondary School Edition*, Chicago, Science Research Associates, (Toronto, Thomas Nelson and Sons (Canada) Ltd.), 1957.

Brayfield, A. B., *Readings in Modern Methods of Counseling*, New York, Appleton-Century Crofts, 1950.

Dugan, E. Willis, *Counselling Points of View*, Minneapolis, University of Minnesota Press, (Toronto, Thomas Allen Ltd.), 1959.

Hamrin, S. A., *Chats With Teachers About Counseling*, Bloomington, Illinois, McKnight and McKnight, (Toronto, General Publishing Co. Ltd.), 1950.

Rogers, Carl, *Counseling and Psychotherapy*, Boston, Houghton, Mifflin & Co., (Toronto, Thomas Nelson and Sons (Canada) Ltd.), 1942.

Tyler, Leona E., *The Work of the Counselor*, New York, Appleton-Century Crofts, 1953.

Warters, Jane, *Techniques of Counseling*, New York, McGraw-Hill Book Company, (Toronto, McGraw-Hill Co. of Canada Ltd.), 1954.

Williamson, E. G., *Counseling Adolescents*, New York, McGraw-Hill Book Company, 1950.

5. Community Resources in the Guidance Programme

The solution of some problems will require more specialized training than is possessed by teachers and counsellors. The school should be ready to enlist the co-operation of agencies and societies which are interested in the welfare of young people. Because the school and many other agencies are partners in working for the best development of youth, a good working arrangement should exist between them.

Types of Community Resources

- (a) Social agencies that supplement the efforts of the school in meeting the health and welfare needs of children in the community.
- (b) Service clubs and professional organizations, which frequently provide financial aid to the needy student, books on guidance for the school library, counsellors on specific careers.
- (c) Agencies such as the National Employment Service, mental health clinics, recreation councils, which provide assistance of a specialized nature.
- (d) Training institutes and apprenticeship boards.
- (e) The church, which may co-operate with the school and the home in problems of personal-social concern.

6. Placement

Because of its accumulated knowledge of students, the guidance department is in a favourable position to serve both the employer and the student in the matter of placement. In this regard the school should work closely with the National Employment Service.

Many technical and commercial schools have a well-established job-placement service. Whatever responsibility for placement the guidance worker assumes in these schools should be taken with the full co-operation of other teachers who may be the best judges of the skills of their students in relation to specific job requirements.

7. Follow-up and Research

In order to appraise and improve guidance services, guidance workers should follow young people in their educational pursuits and in their employment after they leave school.

Appraisal will frequently involve research. It is expected, also, that the guidance department should be able to provide leadership in the identification of students and analysis of their needs when special classes are being established and in other matters of research related to their work and requested by administrative authorities.

A list of titles of research studies in guidance may be obtained from the Guidance Services Division of the Ontario Department of Education. From the same source these studies, made by guidance workers in accordance with requirements for Specialist certification in Guidance, are available to teachers.

8. Group Work Related to Guidance

Group work in guidance is a convenient and time-saving method of providing certain information of common interest to groups of students. A course of study is planned for each grade level for which group work is recommended.

The following are some of the purposes served by group work.

- (a) To orient students to their new school.
- (b) To provide information of common interest and importance to many students. For instance, information about available courses and options as well as information about general areas of work may be given to groups.
- (c) To provide time for group testing.
- (d) To explain and to complete option sheets and other information forms required by principals and counsellors.
- (e) To provide opportunity for students to discuss mutual problems as a part of their social, personal, and educational development.
- (f) To permit the teacher through group discussion to become acquainted with the students and some of their needs before counselling.
- (g) To develop in students, through skilfully directed discussions, wholesome attitudes, good study skills and the ambition to succeed in school and later in the world of work.
- (h) To maintain liaison between the principal and students through the interpretation of school policy. This may

serve as a means of developing and maintaining "esprit de corps" in the school population.

Many topics suggested for group work will be repeated at different grade levels. The method of handling these topics will vary with each grade and will be determined by the maturity of the group and the needs peculiar to that particular grade level or group of students.

In grades 7 and 8, a weekly period for group work in guidance is suggested. For the time allotment at the secondary school level, see Departmental Circular H.S.1.—*Requirements for Certificates and Diplomas*, for the current year.

PART II

ORGANIZATION

A. INTRODUCTION

Basic to the philosophy of school guidance is the recognition of the child as an individual with problems, some unique within himself, others common to children of his age. In the Primary and Junior Divisions the classroom teacher is the logical person to help the child. In the Intermediate and Senior Divisions the classroom teacher continues to counsel. The specialization of subject teachers in senior public schools and secondary schools, however, and the number of classes assigned each teacher make the close personal relationship with every student difficult if not impossible. The critical problems of individual students regarding the selection of subjects, courses, schools, and jobs, the need for self-analysis, the necessity for wise use of time for leisure and work, demand a more formal organization for guidance services and the provision of a specific time allotment and of specially-trained persons.

B. PERSONNEL

1. Principal

Whatever the organization, the principal as head of the school is ultimately responsible for its guidance programme. It is he who provides time and accommodation for group work and counselling, who selects the persons to do the work, and who instructs members of the staff in their responsibility to the programme.

2. Head of Guidance

In moderately-sized and large schools, the principal may name one teacher, qualified as a guidance worker, to direct the guidance programme in his school. This person is at all times responsible to the principal in the planning and carrying out of his duties.

General Responsibilities of the Head of Guidance in any School

- (a) Co-ordinate guidance services in the school.

- (b) Serve as consultant regarding these services to administration, staff, parents, and other key persons in the school and community.
- (c) Assist in interpreting guidance to the general public.
- (d) Enlist the support of teachers in a total effort to help the child so that the full resources of the staff may be co-ordinated in the attempt.
- (e) Organize and administer guidance services in the school.

This would include the following tasks.

- (i) The selection and administration of standardized group tests. In the matter of diagnostic achievement tests the selection would be made at the request of and in consultation with the subject teacher and principal.
- (ii) The preparation of statistical and interpretative statements on the results of tests as required by principal, staff, special supervisors, inspectors and other officials.
- (iii) Assistance in the identification of students who may profit by special instruction such as remedial, enriched, or accelerated programmes and those who may need other special consideration such as referral to community agencies, the school nurse, or a special clinic.
- (iv) Assistance in arranging for the use of the Ontario School Record System.
- (v) The provision for the counselling of students. The head of guidance should also accept the responsibility for counselling special students referred by the principal, teacher, teacher-counsellor, or parent.

Special Responsibilities of the Person in Charge of Guidance in the Elementary School

- (a) Interpret the use of the cumulative record (O.S.R.I.) to classroom teachers who are responsible for their maintenance, so that entries may be better understood and consequently be of greater help to successive teachers in understanding the child as he progresses through school.
- (b) Teach the courses outlined for grades 7 and 8 in this programme of studies.

- (c) Counsel each grade 8 student at least once during the school year to be sure his choice of secondary school course and options has been made with full knowledge and understanding of its implications.
- (d) Co-operate with secondary school counsellors in the orientation of students to high school.

Specific Responsibilities of the Person in Charge of Guidance in the Secondary School

- (a) Assist in the orientation of incoming pupils.
- (b) Assemble, file and distribute to teachers, pupils, and parents, up-to-date and accurate information about educational and occupational opportunities, including knowledge about scholarships, bursaries, and other financial aids to education.
- (c) Teach and supervise the teaching of classes in group work related to guidance.
- (d) Counsel and supervise the counselling of individual pupils.
- (e) Assist with the placement programme of the school and co-operate with placement agencies within the community.
- (f) Co-operate with people and agencies within the community able to assist in supplementing the guidance services of the school.
- (g) Familiarize the staff with guidance services available in the school.
- (h) Make provision for in-service training for teacher-counsellors.
- (i) Assist in the orientation of students to further education or to the world of work.
- (j) Promote and assist with such school projects as career days, parent nights, plant visits, etc.
- (k) Provide, on request, information about students which would assist the principal in preparing timetables and organizing classes.

3. Director or Co-ordinator of Guidance Services

Directors or Co-ordinators of Guidance Services are appointed in some centres. Although, for the overall programme, the director or co-ordinator may be responsible to a superintendent or director of education, for the programme within

any one school he is directly responsible to the principal of that school.

Responsibilities

- (a) Organize and co-ordinate the overall programme of guidance in the schools for which he is responsible. This would include co-ordination of guidance services between elementary and secondary schools as well as between schools at the same level.
- (b) Standardize certain practices in the schools, such as the basic testing programme.
- (c) Initiate research projects covering the whole area.
- (d) Arrange for the transfer of cumulative records from elementary to secondary schools.
- (e) Plan extension of services as required.
- (f) Co-operate in all plans with heads of departments, supervisors, administrators and other officials of the schools in which he has responsibility.
- (g) Provide in-service training for guidance workers in the schools.

The plan of sharing the services of a trained and experienced guidance worker between two or three smaller schools may provide a more efficient use of professional skills.

It is still essential, however, that some qualified person on each staff should have the responsibility for the guidance services offered in any one school. The work of a director or co-ordinator is most effective where each school within a system has so developed guidance services that the need for co-ordination between schools is evident and desirable.

4. Teacher-Counsellors

Principals should exercise great care in choosing teachers who are to be allotted time for certain specialized work in guidance. The teacher-counsellor must first be a successful subject or classroom teacher, for he must have an understanding of classroom instruction, and he must command the respect of pupils, teachers, principal, and parents. He must have a fundamental liking for people, particularly young people, a warm and sympathetic and yet objective understanding of them. Similarly he should have a broad interest in the world of work outside his own academic field. He should have ability to stimulate and challenge students and fellow-

workers to their best effort. He should be socially mature. He should be tactful and co-operative in order to gain the confidence of students and to enlist the support of staff and outside agencies. He should have some capacity for detail and method. He should have plenty of common sense, good judgment, and enthusiasm. Above all, he should be a person of discretion, responsibility, and integrity, because of the personal and confidential nature of the work. He should be prepared to take courses in guidance.

5. Subject Teachers

The teacher is responsible for the interest and success of students in his subject and for providing educational and vocational information about it.

Many students turn to an understanding teacher for help when they need it. The teacher is also in an excellent position to observe students in class who appear to be in difficulty of some kind. In either case, when the problem is such that it requires more time for diagnosis than is available, or when, for any other reason, the teacher feels unable to handle the situation, the case should be referred to a trained counsellor. Ideally the counsellor and teacher should work together in attempting to help the student, each contributing according to his special ability and interest.

C. PHYSICAL ACCOMMODATION AND EQUIPMENT

Good guidance quarters consist of a classroom and a counselling unit that is part of the general administrative offices of the school.

1. The Classroom

It is desirable to have one classroom in which all classes of group work in guidance are held. In smaller schools this room may be shared by another department requiring similar equipment. The room should be equipped with shelves for reference books and class sets of material, storage space for display material, movable desks, bulletin boards and facilities to permit the use of film strip and motion picture projectors. Ideally, this classroom should be located adjacent to the counselling offices.

2. The Counselling Unit

Counselling rooms should have windows for air and light, and should be in sufficient numbers to ensure that interviews can be conducted in privacy, free from interruptions and in a reasonably comfortable and informal setting. Furnishings should include a filing cabinet for counsellor use, a book shelf, a desk and at least three chairs.

The outer office should contain filing cases with educational and occupational information. Bookshelves, a display rack for pamphlets, a bulletin board for announcements and other recent data of current interest to students, chairs and a reading table for pupil use should also be provided. Schools having a guidance secretary will probably provide a desk for her in this area also.

The storage space should be sufficiently large to house testing material and other supplies. It should be kept locked.

In the secondary schools there are distinct advantages in filing student cumulative records in the main administrative office. Records kept here may include complete information on each student, equally available to principal and counsellor; duplication of records may be avoided if they are combined with the official school records. If this is not done, locked files must be provided in the counselling quarters. In elementary schools which do not use the rotary system for classes, the O.S.R. folders are most useful when kept in a locked case or desk in the classroom under the supervision of the class teacher.

The floor plan of the first floor of the University of Chicago Library building is shown. The plan includes several rooms and areas labeled with letters: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NN, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UU, UV, UW, UX, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ.

- A, B
A, C, D, E, F, G, H, I, J, K

PART III

GROUP WORK IN GUIDANCE

A. GROUP WORK IN GUIDANCE, GRADES 7 AND 8

Aims

1. To aid students to improve their classroom and home study habits through an understanding of the learning process and a knowledge of efficient study techniques.
2. To assist students to choose their secondary schools, courses, and options by presenting accurate, up-to-date information provided by the secondary schools of the district.
3. To foster the natural curiosity and interest that grade 7 and 8 students have in their occupational world.
4. To create favourable attitudes toward work and workers.

In addition to contributing to the achievement of these general aims, the group work of grade 7 provides an opportunity for an indirect, impersonal group approach to typical emotional problems, the discussion of which will aid in the development of acceptable attitudes, behaviour and ideals.

For grade 7 students beginning a new school (Senior Public School), the group work will promote an understanding of the subjects they are taking, and will help them to become acquainted with their own particular school, its aims and policies, and to realize their privileges and responsibilities as students.

Group work for grade 8 students will assist in making a satisfactory transition to grade 9.

COURSE OF STUDY—GRADE 7

Topic

1. The New School

Details

This topic is applicable to all students entering a different school such as a Senior Public School at grade 7. For all other students, topic 2, Acquiring an Education, will introduce the grade 7 group work.

<i>Topic</i>	<i>Details</i>
(a) History and Tradition	<p>Origin, name, and history of the school</p> <p>Contributions made by outstanding principals, teachers, and graduates</p> <p>Scholastic and athletic records and other achievements</p> <p>Significance of the school motto, colours, and song.</p>
(b) Floor Plan	School layout—locating gymnasium, auditorium, offices, cafeteria, library.
(c) School Personnel	<p>Specialties of staff</p> <p>Specific responsibilities of principal, vice-principal, homeroom teacher, librarian, secretary, itinerant teachers, supervisors, nurse, cafeteria staff, custodian, bus driver.</p>
(d) Rules, Privileges and Responsibilities	<p>Basic regulations</p> <p>Reasons for such rules</p> <p>Privileges and responsibilities of students.</p>
(e) Special Services	<p>Explanation of the nature and function of school services such as the following:</p> <p>Guidance—Group Work and Counselling</p> <p>Procedure for requesting interview</p> <p>Occupational and educational files — procedure for borrowing, type of information available, contribution to files</p> <p>Health—School nurse</p> <p>Library</p> <p>Cafeteria</p> <p>Others.</p>

<i>Topic</i>	<i>Details</i>
(f) Co-Curricular Activities	Activities of the school Immediate and long-term value of participation Dangers of over-participation.
2. Acquiring an Education	
(a) Importance of School	Organized programme of study Full assistance of qualified and specially trained teachers who provide good environment for learning Use of special facilities such as the library, shops, home economics room, gymnasium, auditorium, music room, audio-visual aids Regular reviews of learning and tests of achievement Frequent reports of progress Values of associating with other students in groups Co-curricular activities Value of the various school subjects.
(b) The Process of Learning	Sources of learning — parents, teachers, experience, books, other media Reasons for learning—satisfying curiosity, achieving an ambition or goal, mastering a skill, self-improvement, etc. Essentials of learning—basic skills of reading, writing and arithmetic; special skills and trades Requirements for learning—interest and desire, ability, a method, subject matter.
(c) How We Learn	This topic should be presented in simple, non-technical language

Topic

Details

- and illustrated by references to daily classroom procedure.
- Correct, vivid, first sense impressions, repetition and drill, review
- Learning by doing—drill, practice, testing, relearning and re-testing.
- (d) Classroom Habits Conducive to Effective Learning
- Undivided attention to teacher and work at hand
- Active listening to teacher and other students
- Active participation in the classroom
- Attention to, and care in, following instructions
- Regular attendance
- Good organization of work
- Importance of neatness and order
- Value of preparation for lesson—materials and supplies at hand.
- Writing down details regarding assignments.
- (e) Obstacles to Learning
- (i) Having wrong attitudes toward learning, schools and teacher
- (ii) Lacking desire or reason to learn
- (iii) Submitting the work of someone else
- (iv) Failing to ask about difficulties
- (v) Class disturbances
- (vi) Distractions in and out of school
- (vii) Lack of concentration or effort
- (viii) Frequent absence through illness or truancy
- (ix) Personal problems

<i>Topic</i>	<i>Details</i>
	(x) Unsatisfactory home conditions
	(xi) Failure to observe rules of good health.
3. Administration of the School	Importance and responsibility of the Elementary School Inspector, School Board, and rate-payers.
4. Parents and the School	How parents co-operate with principal and staff through parents' nights, parent-teacher interviews, school activities, and Home and School Association membership.
5. Behaviour	Individual differences — appearance, behaviour, feelings The causes of these differences The development of individual personality traits.
6. Objectionable Personality Traits	Consideration of several types of objectionable behaviour through examples The causes of the following types of behaviour What classmates and other children can do to help What the person himself can do to help. Examples such as: (a) the shy child (b) the "show off" or "know it all" (c) the child who lies, steals, cheats or copies (d) the bully (e) the person who uses foul language (f) the truant (g) the mischievous child

<i>Topic</i>	<i>Details</i>
	(h) the "boy-crazy" or "girl crazy" person (i) the "day-dreamer".
7. Getting Along Well With People	<p>Personality traits of the well-adjusted person</p> <p>Importance of good first impressions</p> <p>Desirable behaviour in and out of school</p> <p>Showing consideration for others in school, at home, in public</p> <p>Importance of co-operation.</p>
8. Successful People	<p>Biographies and stories of a few well-known people and a discussion of character traits that helped them to achieve success.</p>
9. Hobbies	<p>The importance of having a hobby</p> <p>The hobbies of a few famous men</p> <p>Discussion of possible hobbies.</p>
10. Introduction to Occupations	<p><i>Suggestions for Discussion</i></p> <p>The difference between work and play</p> <p>The necessity of work</p> <p>The different occupations represented within a family circle</p> <p>Reasons why individuals choose different kinds of work</p> <p>Dependence upon other workers.</p> <p><i>Suggested Projects</i></p> <p>Examining a small neighbourhood industry or business organization and noting the variety of jobs.</p> <p>Making a collection of pictures of people at work and labeling each with the name of the occupation.</p>

Topic

Details

Making a chart showing the occupations represented in the families of the class members.

COURSE OF STUDY—GRADE 8

<i>Topic</i>	<i>Details</i>
1. Elementary Education Then and Now	A comparison of elementary schools today and those of 50 years ago—the one-room school, text-books, methods of instruction, equipment and facilities, school-leaving age, etc.
2. Grade 8	The special privileges and responsibilities of a grade 8 student The differences between this year and last; this year and next (school, subjects, the role of a student).
3. The Nature of Growth	Brief discussion of physical, mental, emotional and social growth.
4. Individual Differences	Appearance, physical and emotional make-up, character, ability, interests and aptitudes Differences based on heredity and those based on environment.
5. Knowing Oneself	Preparation of a short autobiography Personal assessment — strengths and weaknesses, appearance, physical and emotional make-up, character, abilities, interests, aptitudes, heredity, environment Plans, goals The meaning of "success".
6. Self-Improvement (a) Appearance	The importance of good grooming Suggestions for the improvement of personal grooming.

<i>Topic</i>	<i>Details</i>
(b) Manners	The importance of courtesy in our relationships with others Discussion of good manners in school, at home, in public and suggestions for improvement.
(c) Emotions	Expressing various emotions in socially acceptable ways—love, anger, fear The importance of controlling emotions Controlling: (i) fear (ii) anger.
(d) Relationship With Others	Getting along with others at home Contributing to the home Co-operating at home, in school, in the community.
7. Home Study	Regular time and regular place for study
(a) Environmental Factors	Attention to lighting, heat, ventilation, privacy, free from interruption, good posture, chair and desk Needed materials ready at hand Study timetable or schedule, time allotment for regular assignments, some review each night, time breaks.
(b) Personal Factors	Setting a goal and determining to achieve it Importance of good health to studying Having a plan for study: (i) Objectives (ii) The procedure to be followed Keeping the goal in mind.

<i>Topic</i>	<i>Details</i>
(c) General	The ways parents may assist Suggestions for studying specific subjects Memory aids.
8. Examinations	Regular review schedule, suggestions for reviewing specific subjects, review techniques.
(a) Reviewing for Examinations	
(b) The Examination	Preparations — mental attitude, proper equipment, etc. Suggestions for writing—order of answering, spacing answers, budgeting time Terms used in questions—contrast, compare, relate, etc.
(c) Value of Examinations	Making use of examination results Detecting weaknesses in subjects.
9. How to Interpret Results	Value of periodic reporting of progress—to the teacher, parents, each student
The School Report	Helping parents to understand the report Factors that should be taken into account when judging marks—class average, highest and lowest mark, means by which mark was determined — examination only, term tests, projects, notebook, etc.
10. Making Decisions	Decisions that will be required this year Methods of making them.
11. Spare-time Jobs	Reasons for a spare-time job Value of a spare-time job Ways in which a spare-time job can be harmful to a student.

SUGGESTIONS FOR DISCUSSION

<i>Topic</i>	<i>Details</i>
12. Reasons for Working	The satisfactions to be derived from working Reasons for discontent.
13. The World of Work	How work today differs from that of 50 years ago—greater variety, specialization, automation, higher educational requirements, etc. Other factors that must be taken into consideration in choosing a vocation.
14. Studying Occupations	Selection by the student of an occupation that is of interest, and the preparation of or a report answering the following questions: What does the worker do? What skills and training are required? What are the advantages and disadvantages? Where might further information be found? The occupational information on file within the school would be valuable in compiling this report.
15. The Secondary School	Material prepared by each secondary school in the district should be made known to the students by the grade 8 teacher or by high school personnel on the occasion of their visit to elementary school or the grade 8 visit to high school.

<i>Topic</i>	<i>Details</i>
(a) Secondary School Organization	<p>Rotation of classes, different teachers for different subjects</p> <p>Timetable, class periods, no recess</p> <p>New relationship with teachers—the homeroom or form teacher, the guidance counsellor, the subject teacher</p> <p>The new role as a secondary school student</p> <p>Number and age of students</p> <p>New privileges and responsibilities including responsibility for following timetable, organizing work material for 1/2 day, preparing homework</p> <p>Examinations — when given, length, timetable</p> <p>School activities — sports, clubs, and other organizations</p> <p>Election of form representatives to the student council</p> <p>Purchase of texts, gym suits, other supplies; incidental fees, lockers, cafeteria lunches.</p>
(b) School Subjects	<p>Subjects of the primary, junior, and intermediate divisions of the elementary school as a basis for the selection of subjects and courses in the secondary school.</p>
(c) Secondary School Courses	<p>Types of secondary schools in the area</p> <p>Various courses offered in each—General, Commercial, Technical, Vocational, Special</p> <p>Importance of making a careful choice of course</p> <p>Factors to be considered in making a choice</p>

<i>Topic</i>	<i>Details</i>
	Courses open to graduates of the different types of secondary schools.
16. Values of Continuing Education	Fuller life, sound financial investment, greater occupational opportunities, independence, etc.

REFERENCES—GRADES 7 AND 8

For Teacher Use

Bennett, Margaret E., *Guidance in Groups*, New York, McGraw-Hill Book Co., (Toronto, McGraw-Hill Company of Canada Ltd.), 1955.

Detjen, Ervin Winfred and Detjen, Mary Ford, *Elementary School Guidance*, New York, McGraw-Hill Book Co., (Toronto, McGraw-Hill Company of Canada Ltd.), 1952.

Detjen, Ervin Winfred and Detjen, Mary Ford, *Homeroom Guidance Programs for the Junior High School Years*, Boston, Houghton Mifflin and Co., (Toronto, Thomas Nelson and Sons (Canada) Ltd.), 1940.

Lifton, Walter M., *What Could I Be? Introducing the World of Work to Children*, Chicago, Science Research Associates Inc., (Toronto, Thomas Nelson and Sons (Canada) Ltd.), 1960.

The Board of Education, Toronto, *Child Growth and Guidance, Books 3 and 4*, Toronto, W. J. Gage Ltd., 1951.

The Guidance Centre, Ontario College of Education, *Suggestions for Group Work Related to Guidance—Grades 7 and 8*, Toronto, The Guidance Centre, 1959.

For Student Use

MacIntyre, D. G. and Rice, M. W., *The Bobby G*, Toronto, The Guidance Centre.

Parmenter, Morgan, *Growing Up*, Toronto, The Guidance Centre.

Guidance Staff, National Forum Foundation, Chicago,
National Forum Foundation, (Toronto, The Ryerson
Press)

Titles — *About Growing Up*
Being Teen Aged
Discovering Myself
Our School Life

Getting Along Series, Montclair, N. J., The Economics
Press Inc.

Titles — *Think of Others*
A Pat on the Back
Why Argue?
The Magic Words
Everybody Makes Mistakes
The Reason for Rules
Breaking Rules
It's All in Your Mind (Work)
Human Rights
Why Criticize?

Science Research Associates, *Junior Life Adjustment Book-*
lets, Chicago, Science Research Associates, (Toronto,
Thomas Nelson and Sons (Canada) Ltd.)

The following titles will be especially valuable for use in
grades 7 and 8 group work:

Getting Along in School
Make Your Study Hours Count
Guide to Good Manners
How to Get Along With Others
Exploring the World of Jobs
High School Ahead
What High School Can Do for You
All About You
Finding Out About Ourselves

B. GROUP WORK IN GUIDANCE—GRADE 9

The specific aims of group work at the grade 9 level are outlined at the beginning of each section.

As a help to the teacher in planning the year's work, the following allocation of time is suggested.

Educational Guidance	— 1/3 of total time allotment
Occupational Guidance	— 1/2 of total time allotment
Personal and Social Guidance	— 1/6 of total time allotment

COURSE OF STUDY—GRADE 9

Educational Guidance

Aims

1. To aid the students in obtaining adequate and accurate information about courses, subjects, and options in secondary schools so that they may have the facts upon which to make decisions.
2. To help students acquire positive attitudes towards secondary education and their particular school.
3. To help students improve their study habits and learning techniques.
4. To show that obtaining an education is a continuous process extending even into the retirement stage of life.
5. To explain the values of various kinds of standardized tests, to administer some, and to interpret the results.

<i>Topic</i>	<i>Details</i>
1. The New School	Chart showing location of rooms by numbers—library, cafeteria, auditorium, gymnasium, various offices, etc.
(a) Layout of the School	Rules concerning moving from one place to another.
(b) Personnel	Names of principal, vice-principal, heads of departments, teachers, secretaries, custodians, nurse, etc.
(c) Classroom Procedure	Regulations concerning admission slips, attendance, punctuality, notes, answering questions, report cards, notebooks.

<i>Topic</i>	<i>Details</i>
(d) Responsibilities and Privileges	Regulations concerning duties of students Change in methods of teaching Contrast between elementary and secondary schools Interviews with counsellors.
(e) Co-Curricular Activities	Descriptions of interschool and interform sports Clubs and organizations—purposes, membership, values, danger of participating in too many.
(f) Facilities and Services	Library, medical, cafeteria, counselling and other guidance services, the school's records on each student.
(g) History of School	First building, additions or new buildings, changes in status, comparative enrolments, school crest, motto, important events, traditions.
2. Secondary Education	Aims of secondary education.
(a) Philosophy of Secondary Education	Brief reference to historical development of secondary education; comparison of secondary education in Ontario and in other provinces and countries.
(b) Department of Education	Certificates and diplomas Courses—purposes of each Examinations Inspection.
(c) School Board	Composition Nature and functions of local board.
(d) Costs	Taxpayers—local, provincial.

<i>Topic</i>	<i>Details</i>
3. Course of Study	Reasons for compulsory and optional subjects in this school
(a) School Subjects	The main values of each subject What students themselves would include in a course of study if they were developing one Reference to courses of study in other countries to show similarities and differences Reference to course of study in Ancient Greece — the Seven Liberal Arts.
(b) Techniques of Studying	Why some people have a real quest for knowledge Developing a quest for learning Some of the basic laws of learning Constitution of a good study situation The general skills of studying The specific study techniques that have been found useful, especially for the new subjects.
(c) Writing Examinations	The general rules for writing examinations Explanation of such key words as discuss, describe, compare, contrast, illustrate, outline, explain, etc. Studying for an examination covering a full year's work.
4. Planning for Grade 10 and Beyond	
(This topic should be left until late in the school year.)	
(a) Immediate and Future Possibilities	Choices open to students now Transferring to another course or school Courses that lead to university, teachers' college, schools of nursing, provincial institutes, trade schools, etc.

Topic

Details

- | | |
|--|---|
| | Armed Services
Apprenticeship. |
| (b) Bursaries,
Scholarships,
Awards, Loans | Awards for grade 9 students,
grade 10, etc.
The possibilities of a person with
limited economic resources
completing an extensive uni-
versity course. |
| (c) Means of Learn-
ing Beyond
Secondary
School | Correspondence courses; universi-
ty extension; on-the-job train-
ing; night schools; libraries;
churches; clubs, literary, dra-
ma; hobbies; avocations. |

Suggestions

School booklet, mimeographed or printed, outlining history of school, personnel, messages from Board members, facilities, services, etc., to aid in the orientation of the students and to build up an "esprit de corps" as a motivating factor for students.

Tape recordings of messages from Board members, Principal, former graduates, officials of Department of Education, taxpayers, etc.

Short speeches by good senior students, by average students, and also by students who have shown more than average improvement, on how they study a particular subject and prepare for examinations.

Essay written by each 16 year old student on "Why taxpayers should spend \$600 (or the current rate for the course) per year to keep me at school," and "Why my parents should supplement this with another \$1,000."

Vocational Guidance

Aims

1. To develop an understanding and appreciation of the work performed by others in our increasingly intricate economic system, and of how various types of work affect one's attitudes and personality.
2. To help students take a realistic attitude towards the vocation they are considering, in relation to likely stability of employment.

3. To create, augment, and maintain a desire to serve one's fellow men in a satisfying type of employment.
4. To show in a general way not only past and present employment conditions in Canada but possible future trends both here and throughout the world.
5. To teach a method of exploring occupations.
6. To present, in an inspiring manner, adequate and accurate information about a wide variety of occupations. This should aid the student in choosing a specific occupation, or at least a field of work, by an age that is a reasonable one for him and for that occupation. *This aim underlies all the others.*
7. To inform students about methods of obtaining positions and of estimating the relative merits of particular places of employment.

Methods

In the following outline of the course of study in Occupations, there is no intention of making a hard and fast ruling with respect to the relative values of parts of different topics of the course or the amount of time devoted to each. The teacher must make the decision in consideration of the geographical location of the school and the special nature of the class. With the students' needs in mind, the teacher may treat the topic dealing, for example, with mining occupations, in any one of the following ways.

- (a) For general interest only. The teacher may spend one lesson covering this topic in an extensive manner, with some reading, supplementary comments, and class discussion. Its relationship to the general economy of the country and to other workers may be shown.
- (b) For deeper interest. There are a number of interesting and important facts which students should learn and remember in more detail. This method may be followed in areas where some local industry is dependent upon mining.
- (c) For intensive study. In addition to the above, more details about this industry should be taught, e.g., attitudes developed towards people involved in mining. Notes, charts, diagrams and other assignments should be prepared and checked. The contributions made by

the following workers—prospectors, diamond drillers, assayers, surveyors, miners, drillers, muckers, graders, engineers, stock brokers, investors, etc., their qualifications and training, the advantages and disadvantages of working in the industry and future prospects could be outlined. In addition, it could be shown that some people in almost every locality in Ontario contribute to, are affected by, or are a part of, the mining industry. This method will require more time, and the teacher must determine whether the results justify it.

This section on Occupations especially demands stimulating presentation of information and often challenges the best of teachers. The parents of the students in a single class will be engaged in a wide variety of occupations. Students usually maintain the attitudes of their parents towards their own and other occupations. These various backgrounds, the social pressures and the conflicting points of view that may be revealed, require that teachers have a broad knowledge of the world of work and a philosophy of life that can reconcile these several factors. Motives for working and attitudes about work need to be reinforced or changed. Opportunity should be provided within the classroom for free exchange of ideas and views based upon the widely varying cultures, attitudes and personalities represented by the students. These phases of teaching within the setting of the study of occupations are as important as learning factual knowledge; sidestepping this is tantamount to shirking our duty to the students as we help each prepare for his life's work.

<i>Topic</i>	<i>Details</i>
1. Occupations as listed in the Canadian Census Classification	<p>The two general categories of Occupations</p> <p>(a) Producing Occupations Agriculture; Fishing, Hunting, and Trapping; Logging; Mining and Quarrying; Manufacturing and Mechanical; Construction; Labourers.</p>

- (b) Service Occupations
Transportation; Communication; Commercial and Financial; Clerical; Proprietary and Managerial; Professional Service; Personal Services; Protective Service; Miscellaneous Service.

The broad nature of the work in each classification should be taught. Several times during the year a detailed study of one specific occupation typical of those in the field could be made under such headings as history and importance, nature of the work, working conditions, qualifications necessary for entry and success, preparation and training, employment conditions, opportunities for advancement, future possibilities, remuneration, advantages, disadvantages, how to get started toward the occupation, related occupations.

The interrelationship of a particular occupation with others in the field

The relationship of that field of work with other fields.

2. Workers in a Large Industry

A consideration of the various departments of a typical large industry and the division of labour among types of *workers* employed within each department, e.g. purchasing, production, sales, shipping, personnel, advertising, financing, research, public relations, maintenance, protection

The interrelationship and dependence of the various departments upon the others, e.g. sales and production

The training of workers in each section, both preliminary training and on-the-job training

The nature of the work done by workers in each department, e.g. a buyer, machinist, salesman, etc.

Development of acceptable attitudes of workers towards each other, towards other departments, towards the governments, (municipal, provincial, federal).

3. Careers within a Service Organization

A consideration of the organization of a service establishment such as a hospital

Opportunities for medical and non-medical workers to aid in the prevention of and recovery from illness

The team work involved before, during, and after an operation and until complete recovery and usefulness

General knowledge of work performed by dietitian, laboratory technologist, medical record librarian, nursing assistant, registered nurse, occupational and physical therapist, orderly, pharmacist, medical secretaries, psychiatric aids, social worker, x-ray technician, etc. This will show the wide variety of work, training, qualifications, conditions, opportunities that exist within an organization.

4. Occupations within the Community

Making a community survey or studying the results of a survey conducted by the government

Differences between percentage of occupations desired by young people, and percentage of occupations actually found in the community

Factors that have influenced local employment conditions over the past 50 years—new industries, loss of industries, transportation (railways, highways, seaway, airways), tariffs, foreign industry, technological changes within a local industry.

5. Trends in Occupations

This section may be discussed briefly. It will require some imagination on the part of the students and the teacher, but references will also be made to government reports that deal with possible changes.

Comparison of employment opportunities in 1900, 1920, 1940, today, twenty years from now

The changes that are taking place locally, provincially, nationally, internationally

The changes that could take place

The workers that will likely be affected most by these changes

The workers that will likely be affected the least.

6. Starting and Progressing in an Occupation

Suggestions for treatment of this topic are given in the grade 10 outline of the course for Special students. Some classes could

receive instruction in various aspects of this topic at the grade 9 level. In addition to that material, the following sub-topics might be considered in grade 9.

(a) Creating a job. Discussion of some implications in starting a business,

(b) Successful careers; biographies.

Procedures With Various Topics

Visit to an industry by small groups of interested students to observe workers on the job: what they do, their training, the advantages and disadvantages of the work, personalities of workers, etc.

Role Playing—using faulty and sound reasoning in choosing a career.

Production of plays depicting workers on the job.

Films and film strips on various occupations.

Tape recordings of interviews with workers.

Special speakers.

Debates—Resolved that:

“Automation is of benefit to mankind.”

“Being paid by commission or piece-work is better than by straight time.”

Reports of trips to places where the main occupations are different from local ones, of visits to industries, of summer or part-time employment.

Interviews—interviewing workers about their occupations; demonstration of employment interviews.

Study of local and district occupational surveys.

Making a job analysis.

Using newspaper articles about employment, working conditions, about legislation, trends, etc.

Preparing bulletin board displays.

Making posters about occupations.

Keeping a personal folder about a possible occupation.

Supplementary Problems for Study

Topics from this section may be chosen by teachers or by students of gifted classes or those wishing an enriched or extended course. The topics are not of immediate concern to the students. They do, however, indicate some current employment and vocational problems that do not yield a ready solution but stimulate thought. Debates, panel discussions, seminars, research projects are methods that would lend themselves to topics within this section.

1. Influential factors in choosing jobs.
2. Length of the working week.
3. Number of working years.
4. Employment of people over 50, 60, 70.
5. Married women in the working force.
6. Working for a large organization.
7. Working for a small organization.
8. Working for oneself.
9. Pay by merit.
10. Levels of service.
11. Profit sharing.
12. Seniority system.
13. Automation.
14. Social problems connected with working:
 - over-production
 - unemployment in recessions
 - unemployment in normal times
 - collective bargaining
 - unions
 - strikes.
15. Legislation affecting working conditions:
 - security of employment
 - transfer of pensions
 - protection of employee and employer
 - National Employment Service
 - Unemployment Insurance, values and possible mis-uses
 - Workmen's Compensation
 - Ideals contained in the Fair Employment Practices Act.
16. How do immigration, emigration, and shifts in population affect employment?

PERSONAL GUIDANCE

Aims

1. To aid the students in obtaining information about themselves as developing individuals.
2. To show students how they can become aware of their strengths and weaknesses, how they can use their strengths to advantage, how to correct their weaknesses where possible, or how to accept their weaknesses where nothing can be done.
3. To show students the importance of creative, social, and personal activities that enlarge one's life.
4. To make it abundantly evident that character, health habits, willingness to work hard, ability to get along with others, and many other personality traits are closely related to success and good citizenship, no matter what occupation is selected.
5. To aid the students in understanding the basic principles of maintaining good mental health.

Topic

1. Study of One's Development

Details

The autobiography
Description of student's physical, emotional, and social development

General physical development; major illnesses and accidents; games played; attitudes towards sports; attitudes towards others (members of family, associates); changes in schools; various places of residence; their strong likes and dislikes; special successes; serious mistakes; friends; loyalties; trips; spare time activities; subjects liked and disliked; assets; liabilities; wishes.

2. Heredity and Environment

Very elementary study of
(a) Characteristics that are considered inherited,

Topic

Details

Resemblances between brothers or sisters, resemblances to parents.

Observation of resemblances between members of other families.

- (b) General effects of one's environment,
Effects that the following environments or conditions could have on one's attitude towards employment:
 - (i) continued unemployment—of one's parents,
—of oneself,
 - (ii) annual seasonal unemployment for three months,
 - (iii) working for a firm which
 - makes luxury items
 - makes munitions
 - makes essentials
 - provides a service
 - exploits its customers or its employees,
 - (iv) the climate of
 - the torrid zone
 - the temperate zones
 - the frigid zones,
 - (v) living
 - on an isolated small island
 - in a rural area
 - in a small town
 - in a metropolis.
- (c) The extent to which the occupations of one's parents influence him.

Topic

Details

- (d) The extent to which one can choose his own environment.
- (e) Maintaining and keeping one's attitudes acceptable and one's development unstinted even in a poor environment.

3. Interests

Likes.

Dislikes.

The relationship between doing something one likes and success in it.

Hobbies as a reflection of one's real interests.

Relationship between occupations and the subjects in which one is most interested.

Strength of one's likes or dislikes.

Discovering one's other interests, e.g., Trying a simple interest test, Noting how one student and a close friend are similar in some areas but different in others.

Name general interest areas or categories;

List a few occupations at which people with these interests might be working.

4. Innate and Developed Abilities

Definition of innate abilities and developed abilities,

The different abilities that have been identified and described.

Listing the abilities that each one has developed.

Explanation as to how these were developed.

Listing the abilities that one has not developed but thinks he could if he wished.

<i>Topic</i>	<i>Details</i>
	Conditions that might encourage or stimulate one to develop them.
	How the subjects taken in school develop these abilities.
	Noting how close friends differ in abilities.
5. Body Structure and Physical Conditions Related to Occupations	<p>Occupations requiring people who are short and light, tall and heavy, average in most physical respects.</p> <p>Some occupations that require extreme physical vigor.</p> <p>Some occupations where physical stamina is not a requisite.</p> <p>People with defective vision— Occupations to be avoided, Occupations in which the condition would not be aggravated.</p> <p>People with defective hearing— Occupations to be avoided, Occupations where one might excel, Emotional problems of the hard of hearing.</p> <p>Occupations that should be avoided by people with other physical defects. Occupations in which the physical handicap would not be a deterrent or hindrance.</p>
6. Intelligence	<p>Definition of intelligence.</p> <p>Obtaining an estimate of one's ability to learn.</p> <p>A comparison, by estimation, of one's position with 100 persons in one's own age group, of one's ability to learn.</p> <p>Relationship of one's choice of</p>

<i>Topic</i>	<i>Details</i>
	<p>occupation to one's ability to learn.</p> <p>Discussing why some people with high ability achieve only average performance, and why some people with average ability achieve at a high level of performance.</p>
7. Personality	<p>A <i>broad</i> definition of personality.</p> <p>Some experiences that are likely to affect one's personality.</p> <p>Changes in one's personality over the past five years.</p> <p>The basic needs of an individual.</p> <p>How satisfying these needs, or failing to satisfy them, affect one's personality.</p> <p>The reactions that are likely to be felt by those who are forced to follow decisions of others, especially about choice of occupation.</p> <p>Self-rating on a 1 to 5 scale in the following traits: calm—excitable; optimistic—pessimistic; co-operative — independent; pleasant—unpleasant; tolerant—intolerant; even-tempered—explosive; self-assured—timid; original—conservative; persistent—changeable; stable—fickle.</p> <p>Rating by a good friend.</p> <p>Comparison of the two rating scales.</p> <p>The relationship of these characteristics to the occupations being considered.</p>
8. Values	<p>Discussion of what students really think matters in life</p> <p>What they intend to do about</p>

Topic

Details

these matters as far as their occupation is concerned
The right ways and the wrong ways of achieving their goals
Discussion of why an ideal goal or purpose is essential
The manner in which one's attitudes influence one's actions
The extent that the following should influence a choice of occupation: dignity, honour, respect, authority, service, desire for money, prestige, fame, glamour, pride in craftsmanship, acclaim
Qualities admired in others
Factors that aid in the development of one's character
Five traits that one would expect or desire in a person before making him a friend
The relationship between privilege and responsibility
Description of the kind of person one would like to be five years from now.

Suggestions Regarding Treatment of Topics

1. Observation of young people at various age levels regarding social and recreational activities so that students may see themselves as maturing individuals.
2. Observation of emotional problems at various age levels.
3. Study of a few important people, emphasizing their character, leadership qualities, devotion, respect for others, reaction to others, etc.
4. Interpretation of certain typical test results, profile charts, etc. to the group.
5. Discussion of common problems of etiquette, especially just prior to such school activities as dances and parties.

References—Grade 9 Group Work

- Barrett, H. O., *Jobs For You*, Toronto, Longmans, Green & Co., 1960.
- Baer, Max F. and Roeber, Edward C., *Occupational Information, 2nd Edition*, Chicago, Science Research Associates, (Toronto, Thomas Nelson & Sons Limited), 1958.
- Bennett, Margaret E., *Guidance in Groups*, New York, McGraw-Hill Book Co., (Toronto, McGraw-Hill Co. of Canada Ltd.), 1955.
- Dubin, Robert, *The World of Work, Industrial Society and Human Relations*, Englewood Cliffs, Prentice-Hall Inc., 1958.
- Forrester, Gertrude, *Methods of Vocational Guidance*, Boston, Heath and Co., (Toronto, Copp Clark Publishing Co. Ltd.), 1951.
- Greenleaf, Walter J., *Occupations, A Basic Course for Counsellors*, Washington, U.S. Department of Health, Education and Welfare, 1954.
- Hoppock, Robert, *Occupational Information*, New York, McGraw-Hill Book Co., (Toronto, McGraw-Hill Co. of Canada Ltd.), 1957.
- Roe, Anne, *The Psychology of Occupations*, New York, Wiley and Sons Inc., (Toronto, General Publishing Co. Ltd.), 1956.
- Ross, Vivian, *Handbook for Homeroom Guidance*, New York, The Macmillan Co., (Toronto, Brett-Macmillan Ltd.), 1954.
- Shartle, Carroll L., *Occupational Information: Its Development and Application, 3rd Edition*, Englewood Cliffs, Prentice-Hall Inc., 1952.
- Toronto Board of Education, *Child Growth and Guidance, Books III, IV*, Toronto, W. J. Gage and Co. Ltd., 1951.
- United States Department of Labour, *Occupational Outlook Handbook, Bulletin #1255*, Washington, Bureau of Labor Statistics, 1959.
- Wiley, Roy and Strong, W. M., *Group Procedures in Guidance*, New York, Harper and Bros., 1957.
- Note:** Books listed "For Student Use" on page 67 also recommended for grade 9.

C. GROUP WORK IN GUIDANCE—GRADE 10

The outline for Group Work in Grade 10 is designed to meet the specific needs of two quite distinct groups of students:

- (a) all Special Course students who will terminate their formal education at the year's end and enter an occupation of their choice, and
- (b) those students of the General and Vocational courses who plan to enter the Senior Division of studies and proceed to advanced education or specialized training, and for whom an additional period in group work is provided to supplement the one obligatory period per week given in grade 9.

Although a general emphasis has been indicated in the following course outline, it is essential that the teacher accept the responsibility for selecting the topics, the approach, and the special emphasis to meet most effectively the needs of various types of classes.

Aims of Group Work for Special Students

For Special Course students planning to discontinue their schooling and enter an occupation, the overall emphasis has been placed upon the topic *Entering and Making Progress in the World of Work* to prepare them to meet the quite different life of the working world. As these students are leaving school at a relatively early age, a genuine effort should also be made to cultivate an awareness that their education does not cease at school leaving. The treatment of the general topic *Further Education and Training* for these students is directed toward encouraging them to make use of the other opportunities available for continuing their learning and toward ensuring them of a richer, more satisfying life.

Under the topic *Self-Appraisal and Improvement* the study might be concentrated upon the development and improvement of healthy attitudes, attractive personal traits, and efficient work habits which will enable them to meet more adequately the demands of their employers. According to research, employers dismiss more workers because of unsatisfactory personal traits and poor work habits than because of deficiency in technical skills.

This is the final opportunity, through the Group Work, to contribute to the development of these young people of limited academic ability and to help them become conscientious workers and responsible citizens. Through efficient use of the skills they possess and through the cultivation of sound work habits and good attitudes toward their employers and co-workers, it is to be hoped that they will attain, in their occupational lives, the success and happiness to which they are entitled as individuals.

Aims of Group Work for General and Vocational Students

For General and Vocational students, the Group Work in Guidance for grade 10 is designed to supplement the grade 9 course. It provides an opportunity to continue the work introduced in grade 9 and to cover topics not fully treated or developed at that time. The selection of topics and the time allotted to each will depend upon the programme which has been carried on in grade 9 and in previous grades.

This course offers to the teacher the further opportunity to inspire and encourage these students to continue their formal education to the full extent of their ability and to aid them to formulate their long-term educational plans. The many and varied educational opportunities should be kept continually before them in order that preliminary planning, based upon a familiarity with general requirements and their own interests and abilities, can be carried on by the student. The outline provided here suggests that specific emphasis might be placed upon the topic *Your Further Education and Training*. At this level the approach should be one of stimulation and inspiration rather than the study of specific requirements.

The development of efficient study habits is of growing importance to these students who are moving into new subject areas and probing deeper into subjects they have been studying. As they advance, they will need assistance in developing more mature approaches to study that requires the acquisition of new skills and techniques.

It is suggested that topics such as the following be given special emphasis and that timely and appropriate supplementary topics be selected from the grade 9 course in Group Work and the grade 10 course for Special Students, depending upon the needs of the class being taught.

COURSE OF STUDY—SPECIAL STUDENTS— GRADE 10

Entering and Making Progress in the Working World

<i>Topic</i>	<i>Details</i>
1. Occupational Trends	Local situation, opportunities, trends, demands Stable, unchanging occupations Disappearing occupations New opportunities in old fields New opportunities discovered by research, technology, invention.
2. Locating Job Opportunities	Qualities that the prospective employee has to offer—education, special skills or abilities, special training, experience Opportunities Discovering possible employers Part-time work opportunities Creating a job for oneself Successful careers, biographies.
3. Appraising the Job	Education and special training required Qualities of a good job Qualities employer hopes to find in an employee Qualities a prospective employee hopes to find in an employer Benefits that the prospective employee hopes to derive from the job—now—5 years hence—10 years hence.
4. Getting the Job	Procedures of the school regarding job placement Letter of application — correct form, obtaining of references Employment interview, preparation, “do’s” and “don’ts” Telephone interview

Topic

Details

Application forms, their importance and use; study of sample forms obtained from employers; suggestions for completing

Follow-up of the interview

Tests used by personnel departments and their use; suggestions for taking such tests

Why some applicants fail to obtain the job.

5. Advancing in the Job

Adjusting to the work, hours, working conditions, new responsibilities and privileges

Adjusting to fellow employees, superiors

Why some people cannot hold jobs

Why some people do not make progress in a job

General work habits on the job.

6. Additional Information an Employee Should Know

(a) Job Security Plans

A brief coverage of the points a new, young employee should know concerning the following:

Superannuation, group insurance, hospitalization, medical and sick benefit plans, unemployment insurance, workmen's compensation, credit unions,

(b) Labour Organization

Brief history of the development of the labour unions, place of unions in business today, significance of the union for the employee, A.F. of L., C.I.O., co-operatives, employee associations,

(c) Labour Legislation

Provincial Labour Standards, Minimum Wage Act, Industrial Standards Act, Hours of Work

Topic

Details

and Vacation with Pay Act, The Fair Employment Practices Act—background history of labour legislation, general terms and implications of the Acts as they would apply directly to students entering an occupation.

Further Education and Training

- | | |
|--|---|
| 1. Certification | The Intermediate Certificate, its requirements and its value
Local certificates or diplomas awarded by the school, requirements and values. |
| 2. Decision to Stay in School | Possible transfer to general or vocational courses, conditions and requirements, advantages, provision of general information to students for individual counselling later. |
| 3. In-Service Training Opportunities | Brief study of the Apprenticeship Act and regulations for a general understanding of the plan, the contract, the obligations of apprentice and employer, the wages paid, the advantages of apprenticeship training. |
| (a) Apprenticeship Plans (Designated Trades) | |
| (b) Opportunities in Armed Services | Apprenticeship Plan, Regular Army Plan, description of life in armed services, advantages and disadvantages
(Visits and illustrated lectures by representatives of the Armed Services). |
| (c) Opportunities Offered by Industry | General study of in-service or on-the-job training plans offered by various industries or firms, com- |

Topic

Details

munications, department stores, transportation, banks, insurance companies and others

Advantages of training of this type

Emphasis upon local opportunities.

4. Private Study Opportunities

(a) Night School Courses

Study of the courses available locally and their value for additional training or as leisure-time activity.

(b) Correspondence Courses

Outline of courses available through Ontario Department of Education, procedure for enrolment, advantages of this course

Other schools offering approved correspondence courses.

(c) Other Agencies for Furthering Education

Libraries, churches, clubs, hobbies, etc.

Consideration of types of education to be derived from each; merits of each, etc.

Self-Appraisal and Improvement

1. Attitudes Toward Work

(a) The Dependable Employee

Suggestions for discussion

Importance of punctuality and minimum absenteeism to an employer

Manner of receiving and carrying out the instructions of superiors

Setting standards in the accomplishment of work—care, thoroughness, accuracy, etc.

The loyal employee—manner of demonstrating loyalty to the employer,

<i>Topic</i>	<i>Details</i>
(b) Developing Self-Direction	<p>Going the "extra step"</p> <p>Importance of initiative</p> <p>Demonstrating initiative</p> <p>Accepting responsibility for the job and conduct on the job</p> <p>Accepting constructive criticism and making it work toward self-improvement</p> <p>Developing concentration, perseverance and industry,</p>
(c) Becoming a Valuable Employee	<p>Concern for improvement of job being done, service provided or product turned out</p> <p>Development of ambition, enthusiasm and interest</p> <p>Concern for self-improvement and advancement.</p>
2. Attitudes Toward Employer and Fellow-Workers	<p>The employee seen through the eyes of others—cheerfulness, courtesy, good grooming, poise, sense of humour, etc.</p> <p>Co-operating with others—friendliness, sympathy, unselfishness, etc.</p> <p>Understanding others—tolerance, recognition of other viewpoints, avoiding argument, etc.</p> <p>Dealing with others — honesty, loyalty, sincerity, etc.</p> <p>Oneself — emotional control, patience, ease in meeting others, modesty, etc.</p>

COURSE OF STUDY—GENERAL AND VOCATIONAL STUDENTS—GRADE 10

Further Education and Training

- | | |
|-------------------------------------|---|
| 1. Reasons for Continuing Education | <p>Development of abilities and aptitudes to the fullest</p> <p>Long-term view—more challeng-</p> |
|-------------------------------------|---|

<i>Topic</i>	<i>Details</i>
	ing and interesting vocation, greater satisfaction and happiness, greater contribution to society, financial security, etc.
	Advantage of staying in school
	Outside opportunities for continuing education
	Beginning a simple individual educational plan
	Changes in home, personal, or physical conditions, or school experience indicating desirable changes of educational or vocational objectives.
2. Preparation for Senior Division of Studies	Options and course choices, grades 11 and 12
	Circumstances under which it is justifiable to change one's course by adding or changing an option. The policy of the school
	Promotion and recommendation system for grades 11 and 12
	Requirements, value etc. of the Secondary School Graduation Diploma, and the Secondary School Honour Graduation Diploma
	Grade 13 Technical Course (Vocational students).
3. Looking Ahead to Advanced Education	A general survey of various opportunities for advanced study on an inspirational level rather than the study of specific requirements
	University, Teachers' College, Technological Institutes, School of Nursing
	Other schools for training religious workers, social and re-

<i>Topic</i>	<i>Details</i>
	creational workers, accountants, policemen, firemen, forest-rangers, beauticians, chiropractors, embalmers, gardeners, etc. Business College and Trade Schools.
4. Prizes, Scholarships, Bursaries	Within the school and outside Conditions, requirements, value, etc.
5. Improvement of Study Habits	Aids to the study of new subjects Reviewing the whole year's work Preparing for and writing the longer examination Answering examination questions: (a) essay-type questions, (b) objective type questions.

References—Grade 10 Group Work

Bennett, Margaret E., *Guidance in Groups*, New York, McGraw-Hill Book Co., (Toronto, McGraw-Hill Co. of Canada Ltd.), 1955.

Forrester, Gertrude, *Methods of Vocational Guidance*, Boston, D.C. Heath and Co., (Toronto, The Copp Clark Publishing Co. Ltd.), 1944.

Little, Wilson and Chapman, A. L., *Developmental Guidance in Secondary School*, New York, McGraw-Hill Book Co., (Toronto, McGraw-Hill Co. of Canada Ltd.), 1953.

Wiley, Roy de Verl and Strong, W. Melvin, *Group Procedures in Guidance*, New York, Harper and Bros., 1957.

MacGibbon, Elizabeth Gregg, *Fitting Yourself for Business, 3rd Edition*, New York, McGraw-Hill Book Co., (Toronto, McGraw-Hill Co. of Canada Ltd.), 1955.

Publications available from the Department of Labour of Canada, Ottawa, Ontario

Workmen's Compensation in Canada

Apprenticeship in Canada

Provincial Labour Standards

Labour Legislation in Canada

The Apprenticeship Act

For Student Use

Parmenter, Morgan, *Exploring Occupations*, Toronto, The Guidance Centre, Ontario College of Education.

Parmenter, Morgan, *Success in the World of Work*, Toronto, The Guidance Centre, Ontario College of Education.

Parmenter, Morgan, *Suggestions for Group Work Related to Guidance Grades 9-13*, Toronto, The Guidance Centre, Ontario College of Education.

Parmenter, Morgan, *You and Your Career*, Toronto, The Guidance Centre, Ontario College of Education.

Parmenter, Morgan, *You and Your Work Ways*, Toronto, The Guidance Centre, Ontario College of Education.

Neugarten, et al, *Planning My Future*, Chicago, National Forum Foundation, (Toronto, The Ryerson Press), 1956.

Science Research Associates, *Life Adjustment Booklets, High School*, Chicago, Science Research Associates, (Toronto, Thomas Nelson and Sons (Canada) Ltd.)

These titles are especially valuable

Study Your Way Through School

Why Stay in School?

Getting Along With Others

Growing Up Socially

Getting Job Experience

How To Get The Job

What Employers Want

Your Personality And Your Job

D. GROUP WORK IN GUIDANCE—GRADE 12

Aims

1. To discuss means whereby senior students may analyse and develop their own abilities and interests.
2. To present accurate information to students of grade 12 classes about the opportunities for further education and vocations.

During adolescent years, students begin their first serious self-evaluation. They begin to consider their particular abilities and personalities and to compare themselves with others of their own age. As they develop physically and intellectually, they seek status and recognition as individuals. They are acquiring and being influenced by a variety of attitudes, chiefly social and moral, as they develop standards to live by. By grade 12, they are at a point where definite decisions must be made about their futures. They need to know what choices are possible so that they may understand the place in the world that they may take. All too often young persons aim at vocational, educational, or social ideals which are inconsistent with their intelligence and other factors of their personalities.

According to a summary of studies which have been listed by Luella Cole in *Psychology of Adolescence*, the following are problems common to more than one-third of all students polled:

Problems of School and Study

Being unable to concentrate
Having poor methods of study
Being unable to plan time
Being inattentive in class
Daydreaming while studying
Wasting time
Being unable to express oneself in speech or writing
Being unable to read well enough or fast enough
Worrying over examinations
Not knowing how well one is doing
Being afraid to talk in class
Being unable to speak before a group
Wondering if one has enough ability to do work
Doubting ability to do school-work

Doubting ability to go to college
Needing help in selecting college
Having too many activities that interfere with study

Problems of Choosing a Vocation

Needing help in choosing a vocation
Needing help in selecting necessary courses
Needing experience in different kinds of work
Needing help in discovering one's abilities
Not knowing where to look for a job
Not knowing what work is suitable for one's abilities

Because it is essential that this course serve a practical purpose, there is value in taking one or two periods at the beginning of the year to discuss the problems and the questions students have about their futures. The purpose of the course and the possibilities for discussion of common problems concerning the educational and vocational futures of the class should be explained. As discussion progresses, it is hoped that each student will begin to realize what his own problems are and by discovering them himself, will be convinced of their reality and importance. Having done so, he is motivated to find solutions for them, and he sees the necessity for self-evaluation in order to make wise individual plans.

As discussion progresses, the questions and problems of the class may be listed in an organized form under topical headings. Topics such as the following are likely to be suggested:

The basis on which plans are made

- On knowledge (a) of self
- (b) of opportunity,

Means of gaining knowledge of self

- (a) scholastic record
- (b) record of activities in and out of school
- (c) interests
- (d) scholastic and other aptitudes,

How to use this knowledge

- (a) to see a pattern of strengths and weaknesses as a basis for planning one's course of action
- (b) to consider means of correcting weaknesses in order to match abilities with requirements of one's goal.

COURSE OF STUDY—GRADE 12

<i>Topic</i>	<i>Details</i>
1. Self-evaluation	It is suggested that individual profile forms be used in conjunction with this section of the course. See page 78 for an example.
(a) Review of Past Accomplishments	<p>The discussion might include the following topics:</p> <ul style="list-style-type: none">(i) Subject marks The best, the weakest, the most interesting, the easiest, subjects taken during high school years The consistency of marks and subject interest throughout high school,(ii) In-school and out-of-school interests and activities Reasons for choice of activities — for recreation, to make friends, to use talents, to earn money, to develop a hobby, to follow an interest, etc. Conflict, if any, between out-of-school activities and school activities Conflict, if any, between activities of any kind and study time Relationship, if any, between subject strengths, interests, and activities,(iii) A general estimate of weaknesses, strengths, plans for improvement, etc. based on consideration of (i) and (ii).

<i>Topic</i>	<i>Details</i>
(b) Testing for Confirmation of Opinions and Added Information	<p>Standardized tests of intelligence or scholastic aptitude, achievement, and interest are helpful tools for diagnosis and should be used</p> <ul style="list-style-type: none"> (i) when the student understands the purposes of the tests used and their value to him personally, (ii) when they are correctly administered and marked, and (iii) when they are carefully interpreted to each student and related to other pertinent facts about him.
(c) Checking Personal Values	A consideration of personal values and principles important to the student in his life and work—security, salary, advancement, independence, prestige, etc.
(d) Checking Personal Characteristics As Limiting and Motivating Factors in Choice	A consideration of personality characteristics — gregariousness, self-reliance, persuasiveness, creativity, love of adventure; feelings about working alone or with others; desire to follow directions or to give orders.
(e) Weighing the Significance of (c) and (d) in Planning One's Life Work	A consideration of the application of particular values and characteristics to career planning.
(f) Interpreting the Personal Profile	<ul style="list-style-type: none"> (i) Noting relationship, if any, of marks in particular subjects to interest in them, and of marks generally to scholastic aptitude.

Topic

Details

- (ii) Accounting for any obvious lack of relationship between achievement and ability such as:
- lack of interest
 - poor organization of time
 - poor reading skills
 - poor study habits
 - lack of inspiration
 - home conditions
 - outside work
 - health
 - personal problems
 - external pressure, etc.

Here time should be spent on discussion of factors which influence motivation, and how motivation or lack of it affects success at school and in life.

- (iii) The advisability of pursuing present educational goals and occupational interests in consideration of information obtained.
- (iv) Further education possible or advisable in the light of ratings in scholastic aptitude, recent achievement, personal values and characteristics.

2. How to be a More Efficient Student

Out of the discussion of motivation should come some understanding of conditions under which one works best. Students see that successful results are obtained where there is interest, desire to learn, a goal toward which one aspires, native ability to do the work, persistence of effort and

Topic

Details

- a proper environment for learning. The use of a study habits inventory might serve as an analysis of the needs of the members of the class in this respect. Here again it is important to use a realistic approach to the topic. Consider the age and abilities of students, the study requirements of grade 12 work, the need for pre-orientation to grade 13 and university work.
- | | |
|---|---|
| (a) How to Get the Most Out of a Class Period | Listening skills—the advantage of paying active attention in class
Recitation and discussion—how oral participation benefits
Note-taking while listening. |
| (b) How to Get the Most Out of Home Assignments | Reading techniques — relate to good study skills
Note-taking from reading
How to concentrate. |
| (c) How to Prepare for Examinations | Consistency of preparation from September until June
Review—the value of outlines, anticipating questions, testing, overlearning, the curve of remembering. |
| (d) How to Read and Write an Examination | Understanding terminology
Organizing answers
The difference between objective and essay type examinations
Rules and regulations regarding Departmental examinations. |
| (e) How to Benefit from Examination Results | Analysing results
Correcting errors. |

Topic

- (f) Organizing Time to Provide for a Well-Balanced Programme of Work and Recreation

3. Vocational Opportunities

How to Study Occupations

These should be considered in relation to the particular composition of the class and the nature of the course from which they are graduating. Students at this level are interested in specific information about particular areas of work for which they are now qualified or with additional training, may qualify in the future.

Details

Relate to budgeting time for homework, study and review
Pre-orientation to further education
Planning for leisure time

Suggested methods of presenting this part of the course:

- (a) Relating occupations to school subjects. For example, considering vocational opportunities to which ability and interest in English, or science or mathematics or a combination of subjects may lead.
- (b) Considering vocations in various *fields* of work. For example, the scientific field, under which one might study professional and semi-professional occupations, as well as administrative, selling, personal service, industrial, and agricultural occupations related to the field of science; or the business field which would include sales manager, salesman, accountant, personnel worker, secretary, etc.
- (c) Considering occupational opportunities open at various educational levels beyond grade 12.
- (d) Considering types of work in relation to personal values and characteristics. For example, jobs which provide prestige, a high level of in-

Topic

Details

4. Educational Opportunities Beyond High School

come, the opportunity for service, for leadership, for professional growth, and so on; jobs requiring the ability and desire to work with people, with ideas, with things.

- (a) Universities, technological institutes, teachers' colleges, nursing schools, private schools for specialized training, correspondence courses, etc.

Courses offered by these various schools should be discussed and means of learning educational requirements for entrance to them explained.

- (b) Cost of further education.
- (c) Financing further education. Information about scholarships, bursaries and loans should be carefully explored.
- (d) Who should go to university? To a technological institute? To teachers' college? This topic should be related to the self-analysis made by the student.
- (e) What to expect at college. Discuss campus life as compared to high school life—type of instructions, the buildings, living in residence, privileges, responsibilities.
- (f) How to succeed at college—organization of time, accepting responsibility for studying, using the library, planning activities.

<i>Topic</i>	<i>Details</i>
	(g) Completing application forms for schools, for scholarships, bursaries; obtaining references and so on. (Section 4 (e) and (f) and (g) should be discussed more particularly with students planning to continue to grade 13.)
5. Education In a Changing World A discussion of education for an uncertain future	(a) A consideration of various attitudes towards acquiring a wide, general background of knowledge versus early specialization in a particular field of learning. (b) Trends in vocational opportunities in Canada.
6. Individual Career Plan Each student should be prepared to match his abilities to occupational requirements. His plan should include the long term goal (occupational) and the preparatory plan (educational).	(a) The long term goal (occupational) —Why it appears to be a good one —The preparation necessary for it —Financing the plan. (b) Specific educational plans including the selection of subjects for grade 13 where applicable. (See page 77, Future Plans for Grade 12.)

The amount of time spent on such topics as writing letters of application for positions, preparing for interviews, grooming for the job, will vary with the nature and needs of individual classes.

Additional topics for discussion with students who will go immediately to employment from grade 12 might include the following: budgeting, understanding deductions on the pay cheque, unemployment insurance, advantages or disadvantages of working in one's home town or in another city, rating schemes used by various employers or firms, what an employer has a right to expect of an employee, what an employee has a right to expect from a job.

FUTURE PLANS FOR GRADE 12

Centerville District High School

A. To be completed by the student

1. Name Form Date
2. After completing Grade I intend to:
- (a) Enter the University of
and take thecourse
- (b) Enter Teachers' College at
for the course
- (c) Train at the Hospital
- (d) Take the Special Commercial Course at
- (e) Enter the Provincial Institute at
for the course
- (f) Seek employment as
- (g)

Comments

Student

B. To be completed by the student and the counsellor

Date.....

Tentative choice of Grade 13 subjects offered next year:

English Comp.	Algebra	Botany	Latin (2)
English Lit.	Geometry	Zoology	French (2)
History	Trig. and Sta.	Physics	German (2)
Geography	Music	Chemistry	Greek (2)

NOTE: will likely be offered at the same time on the
timetable as; similarly with and

Comments

Counsellor

Principal

C. To Parents

This form is sent to let you know of the possibilities for the further education of your son or daughter. The tentative choice of subjects for next year has been made by the pupil in consultation with the Guidance Counsellor.

Please consider this an invitation to communicate with the school if you have any questions or comments, or wish to make any changes in the choice of subjects. We can serve your son or daughter best if changes to be made in the above plans are reported to us at an early date.

Please sign this form below and have it returned to the office as soon as possible.

Parent(s)

Additional comments may be written on the reverse side.

PERSONAL PROFILE FORM

Name Form Date

1. High School Achievement

	Grade 9	Mark	Grade 10	Mark	Grade 11	Mark	Grade 12	Mark
High Sub- jects								
Low Sub- jects								

2. Special Activities

School							
Outside							

3. Part-time Jobs or Hobbies

--	--	--	--	--	--	--	--

4. Vocational Interests (Stated) 1..... 2.....

5. Standardized Tests

PERCENTAGE RATINGS	Interest						Scholastic Aptitude			Other Aptitudes		
100												
75												
50												
25												
0												

References—Grade 12 Group Work

- Bernhardt, Karl S. and Bernhardt, David K., *Making the Most of Your College Career*, Toronto, Burns and MacEachern, 1956.
- Cole, Luella, *Psychology of Adolescence, 5th Edition*, New York, Rinehart and Co., (Toronto, Holt, Rinehart and Winston), 1959.
- Hamrin, S. A., *Four-Square Planning For Your Career*, Chicago, Science Research Associates, (Toronto, W. J. Gage & Company), 1946.
- Morgan, Clifford T. and Deese, James, *How To Study*, New York, McGraw-Hill Book Company, (Toronto, McGraw-Hill Co. of Canada Ltd.), 1957.
- Parmenter, M. D., *Your Further Education, Success in the World of Work, You and University*, Toronto, The Guidance Centre, Ontario College of Education.
- Peterson, Eleanor M., *Successful Living*, Boston, Allyn and Bacon, Inc., (Toronto, The Macmillan Co. of Canada Ltd.), 1959.
- Sorenson and Malm, *Psychology For Living, 2nd Edition*, New York, McGraw-Hill Book Company, (Toronto, McGraw-Hill Co. of Canada Ltd.), 1957.
- Voeks, Virginia, *On Becoming an Educated Person, An Orientation to College*, Philadelphia, W. B. Saunders Company, 1957.
- Woodside, Willson, *The University Question*, The Ryerson Press, 1958.
- Woodsworth, J. G. and Clarke, S. C. T., *Youth and the Modern World*, Toronto, McClelland and Stewart Limited, 1961.
- Woodsworth, J. G. and Sheehan, *First Course in Psychology*, New York, Henry Holt and Co., (Toronto, Holt, Rinehart and Winston), 1951.

